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ABSTRACT

This report on competency testing in vocational and technical education is a follow-up to previous reports published in 1988 and 1990. Section 1 summarizes the data. It describes competency testing in the 13 states that currently mandate competency testing and identifies the 11 states in which voluntary testing is occurring, the 9 states either considering or currently developing competency testing systems, and the 7 states not involved in the administration or development of a competency testing system. Two maps show the states that mandate competency testing and states developing or considering a competency testing system. Section 2 provides state-by-state status reports of competency testing. The reports appear alphabetically by state. The final section is a listing of persons in each state to contact for information about that state's activities in competency testing. They are listed alphabetically by state. (YLB)

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RESEARCH AND CURRICULUM UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION
COLLEGE OF EDUCATION, MISSISSIPPI STATE UNIVERSITY
IN SUPPORT OF
THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN
VOCATIONAL-TECHNICAL EDUCATION
AND THE SOUTHEAST CURRICULUM COORDINATION CENTER

# *1993-94 State of the Art Report on Statewide Student Competency Testing in Vocational and Technical Education*

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# *1993-94 State of the Art Report on Statewide Student Competency Testing in Vocational and Technical Education*

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## Introduction

This report on Competency Testing in Vocational and Technical Education is prepared by the Research and Curriculum Unit for Vocational and Technical Education and the Mississippi State University College of Education in support of the activities of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) and the Southeast Curriculum Coordination Center (SCCC). It is a follow-up to previous reports by this same title published in 1988 and 1990, respectively. Appreciation is expressed to each state contact person for his/her assistance in providing the information required to complete this document.

The report is divided into three sections: a summary of the data, a state-by-state status report of testing, and a listing of persons in each state to contact for information about that state's activities in competency testing.

## Summary

Thirteen states currently mandate competency testing. Those states are Oregon, New Mexico, Oklahoma, Arkansas, North Carolina, Kentucky, Illinois, Ohio, West Virginia, New Jersey, Connecticut, New York, and Michigan. Involvement in the process varies widely, with several of these states in the early stages of the process and pilot testing being conducted either this year or planned for next year. Twenty-two states conduct competency testing on a voluntary basis, determined only by local school systems. Seven states are not involved in the administration nor development of a competency testing system: Maine, Nebraska, New Hampshire, South Dakota, Texas, Vermont, and Wisconsin.

Impetus for involvement in statewide testing usually comes from a legislative mandate, or a state education agency mandate. Otherwise, testing is a local issue. Therefore, testing programs may be controlled at the state education agency or by local administrators. Items included in test banks come from a variety of sources; the Vocational-Technical Education Consortium of States (V-TECS) is the most often mentioned source of items. Many of the states currently utilizing competency testing are planning for inclusion of an assessment of performance; a few are working toward portfolio style or "authentic" assessment.

Arkansas utilizes a competency testing program in vocational education at the present time at both secondary and postsecondary levels. Information in the item bank includes test items related to cognitive, affective, and performance skills; general objectives; validity information; and reliability estimates. Test items are referenced by course and objective or task. Items are multiple choice and were reviewed for content, grade/age level, and bias; they underwent formal pilot testing. Items were written in state as well as acquired from V-TECS.

Competency-based testing is utilized in Connecticut, as mandated by the State's legislature. Test items are developed by the State Department of Education and are field tested. Competency testing is currently being utilized in the subjects of mathematics, language arts, reading, and writing. Competency testing in science will begin in 1993.

The Illinois State Board of Education is currently developing a system which will incorporate testing of workplace skills for vocational education students as a part of the state's system of performance standards and measures. It is anticipated that the system will be pilot tested statewide during the 1993-1994 school year at both the secondary and postsecondary levels and implemented statewide in the 1994-1995 school year.

New Jersey's Program Performance Measures and Standards requires graduates of occupational programs to take an industry endorsed competency test. The standard is a seventy percent pass rate.

Competency-based testing is utilized in New Mexico and is mandated by the legislature. The items are field tested and tests are controlled, administered, and scored by the State Department of Education, individual teachers, and a test contractor. Competency testing is currently being utilized in the following subjects: Science, Mathematics, Language Arts, Reading, Social Studies, and Written Composition.

New York requires that students first entering grade nine in 1988 or thereafter, who are pursuing a sequence of occupational education, must pass an examination in Introduction to Occupations. In addition, the student must pass an additional proficiency examination offered in the student's occupational education sequence if that examination was provided in required form when the student first entered grade nine.

North Carolina state legislation mandates competency-based, integrated education across disciplines for students K-12 and currently has scheduled the development and administration of "end of course" tests in selected non-vocational areas. In addition, North Carolina continues its implementation of a competency-based vocational education program which requires pre-interim- and post-competency testing of individual students as the basis of instructional planning and tracking of student progress and achievement. Curriculum packages which include competency listings, curriculum guides, and competency/test item banks are developed and updated and provided to teachers and administrators of vocational courses. North Carolina's vocational competency testing efforts are part of a system known as VoCATS, Vocational Competency Achievement Tracking Systems.

The Ohio Vocational Competency Assessment (OVCA) package consists of two separate assessment components: OCAP and Work Keys. Both criterion-referenced components measure entry-level occupational, academic, and employability skills. The OCAP component assesses the student in two areas: Occupational skills in one of 43 occupational areas and employability skills generic to all occupational areas. Assessment is based on the core competencies identified through the Ohio Competency Analysis (OCAP) process, and each multiple-choice item is correlated to those essential competencies representing employment requirements in a specified field. The Work Keys component, developed by American College Testing (ACT), combines three assessments. Applied Mathematics measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. Locating information measures the student's ability to use graphic documents

to insert, extract, and apply information. The Applied Technology measures the student's ability to solve problems of a technological nature.

Oklahoma is currently utilizing competency-based testing which is mandated by both the legislature and the State Board of Education. The items which are field tested were developed by the State Department of Education and by technical writers. The tests are controlled, administered, and scored by the State Department of Education and individual teachers.

Oregon is utilizing competency-based programs in reading and writing and is mandated by the State Board of Education. Both the State Board of Education and local teachers developed the items and are also the ones responsible for the controlling, administering, and scoring of the tests.

West Virginia is currently using competency-based testing which is mandated by the State Board of Education. There is a joint effort between the State Department of Education and local teachers to develop, control, administer, and score the items and tests. All program areas are in vocational education.

Kentucky has recently made substantial organization changes that affect the operation of their testing program. Operation of the state-operated secondary and postsecondary technical education facilities is now under a new agency, the Department for Technical Education. Competency testing of all new teachers prior to employment is still required, and Kentucky has a mandate to administer achievement tests (KVAT) to all postsecondary students as a diploma requirement. Competency tests are not administered to continuously employed teachers.

The Michigan State Board of Education mandates competency-based testing for Life Management Education courses. The tests are controlled by the State Department of Education, but administered and scored by individual teachers.

An interest in portfolio assessment is evident in several states. For example, Arizona is redefining its instructional programs and conducting a pilot study in one local school district to develop an authentic evaluation system, in line with that state's Arizona Student Assessment Program, an effort to utilize performance assessment in the general education area. California has also done work in the area of authentic assessment.

Voluntary testing is going on in the states of Georgia, Hawaii, Indiana, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, and Washington.

Several states are either considering or are currently developing competency testing systems. A statewide process is currently being developed in Alabama, in accordance with State Board policy. California is developing a statewide assessment system, which will be mandated by the State Department of Education. Mississippi plans to implement skills testing for vocational completers as part of its tech prep initiative. Missouri is currently developing a competency testing program for vocational education at the secondary level.

The National Occupational Competency Testing Institute (NOCTI) and Student Occupational Competency Test (SOCAT) are mentioned as test components in Indiana, Louisiana, Montana, Nevada, and Pennsylvania.

Nine states are currently developing or considering development and implementation of a competency testing system: Alabama, Arizona, California, Colorado, District of Columbia, Maryland, Mississippi, Missouri, and North Dakota.

# States that Mandate Competency Testing

# States Developing/Considering A Competency Testing System

## State-by-State Status Reports

### Alabama

Alabama is in the process of developing a competency testing process for statewide use in vocational education; this is being done in accordance with State Board policy.

The item bank includes cognitive and performance test items that are referenced on tasks. Items are being reviewed for content, grade/competency level, and biases. The tests will undergo formal pilot testing as they are used at the local level.

The item bank will be controlled by the state office and be accessed by IBM/IBM compatible personal computer. At the present time, items are not being distributed to other states. The test items are available from V-TECS. Alabama will share information on the development process and computerization of the system. Pilot sites for model development are Jefferson County Schools, Phoenix City Schools, Mobile Public Schools, Muscle Shoals City Schools, and Montgomery Public Schools.

### Alaska

Competency-based testing in Alaska is not mandated by the legislature or the State Board of Education. Local system testing is utilized somewhat. Test items are not field tested. Test are controlled, administered, and scored by local school systems and individual teachers. Local control provides the opportunity for school districts to decide the subjects, and if performance items are included in the testing process.

### Arizona

Over the past two years, Arizona has undertaken a major initiative to redefine instructional programs as coherent sequences of instruction. This effort coordinates employment projections from the Occupational Information System, along with other state and federal initiatives to improve the instructional program. During fiscal year 1992-93, 23 new curriculum frameworks were completed. Thirty-two additional products are planned during fiscal year 1993-94. While these products will not include test items, they will identify evaluative criteria that can be used by schools and instructors in developing more consistent evaluation tools and strategies. We are also conducting a pilot study with one local school district to develop an evaluation system that is comparable to the Arizona Student Assessment Program, the state's effort to utilize performance (authentic) assessment in the general education arena.

**Arkansas**

Arkansas utilizes a competency testing program in vocational education at the present time. Testing is done at both secondary and postsecondary levels.

Information in the test item bank includes test items related to cognitive, affective, and performance skills, general objectives, validity information, and reliability estimates. Test items are referenced by course and objective or task. Items are multiple choice and were reviewed for content, grade/age level, and bias; they underwent formal pilot testing. Items were written in state as well as acquired from V-TECS. The test item bank system is controlled by the project director and accessed by IBM/IBM compatible personal computer for utilization in statewide competency testing. Arkansas is willing to share information on the development process and computerization of the item bank system. Tests are available through V-TECS.

**California**

Competency-based testing is not mandated by the legislature or by the State Board of Education. However California is in the process of developing a statewide certification assessment system which will be mandated by the State Department of Education. The program is tentatively set up to assess vocational knowledge and skills, academic skills, and generic workplace readiness skills.

**Colorado**

Colorado is not developing nor administering statewide vocational competency tests for students at this time. However, there are plans to begin soon; Colorado would be interested in sharing information with other states.

**Connecticut**

Competency-based testing is currently being utilized in Connecticut and is mandated by the legislature. Test items are developed by the State Department of Education and are field tested. The tests are controlled, administered, and scored by the State Department of Education, guidance counselors, and psychology corp. Competency testing is currently being utilized in the subjects of mathematics, language arts, reading, and writing. Competency testing in science will begin in 1993.

**Delaware**

Delaware is not currently involved in developing or administering competency tests for students. Testing is done at the local level.

Local education agencies administered the SOCAT in area centers one year; beyond that, Delaware is not involved in developing competency tests nor in writing test items.

**District of Columbia**

The District of Columbia Public Schools are not involved in developing or administering competency tests for vocational students. It is being considered; however, plans for competency testing are in the developmental stage. Once the program is initiated, the District of Columbia would be willing to share information and materials.

**Florida**

As of 1992, Florida no longer mandates competency-based testing. Testing is controlled by local teachers. Test item banks are still available for sale for $30 each.

**Georgia**

Competency-based testing is currently being utilized in Georgia on a voluntary basis with test items being developed by both the State Department of Education and by local teachers. The items have not been field tested. The tests are controlled, administered, and scored by local schools and individual teachers.

**Hawaii**

Hawaii does have a competency-based testing program in place. Tests are utilized in the areas of Industrial and Technical Education, Home Economics, Business Education, and Agricultural Education. Tests are administered, controlled, and scored by local teachers. Testing is conducted on a voluntary basis. Performance items are included in the testing process. Test item banks are not packaged for sale or distribution. The tests incorporate V-TECS competencies adapted to meet local needs.

**Idaho**

Idaho is not currently utilizing competency-based testing. Idaho allows local districts to use competency testing in place of the competency profiles for Measures and Standards purposes. The state remains open to adopting statewide competency testing in addition to competency profiles, but has no immediate plans to develop such tests.

**Iowa**

Currently Iowa is only using competency-based testing on a voluntary basis on the local level. The tests are being controlled, administered, and scored by local schools and individual teachers.

**Illinois**

The Illinois State Board of Education is currently developing a system which will incorporate testing of workplace skills for vocational education students as a part of the state's system of performance standards and measures. It is anticipated that the system will be piloted tested statewide during the 1993-1994 school year at both the secondary and postsecondary levels and implemented statewide in the 1994-1995 school year.

Information in Illinois' test banks will include test items related to cognitive, affective, and performance skills, along with reliability estimates. Each item will be referenced to one of 90 Workplace Skill competencies. Both multiple choice and performance questions will be available. Items have been reviewed by business and industry advisory members and pilot tested in 10 states. Items have been reviewed for content, grade/age levels, and bias and will undergo further review at the conclusion of the 1993-1994 school year.

The system will be utilized for statewide competency testing and instructor-administered testing. Until the system is finalized, materials will not be released. The test item bank has been developed as a part of the Vocational Technical Consortium of States (V-TECS) and will be available to V-TECS member states.

**Indiana**

Indiana is not currently developing nor administering competency tests for vocational students on a statewide basis. Indiana is, however, addressing this issue through a variety of initiatives. As before, testing is currently being done by the local districts.

For the past two years, the Indiana Commission on Vocational and Technical Education has provided funds to the local districts for the piloting of NOCTI SOCAT exams. In addition,

the Indiana Department of Education is sponsoring a series of competency-based instruction workshops for teachers and instructors statewide. Both initiatives include written and performance elements. The decision of what competency-based assessment to use rests with the local districts at this time. Local districts are, however, required to do competency-based testing (both written and performance) to comply with standards and measures requirements.

In the future, competency testing will be guided by the recommendations of the Indiana Workforce Proficiency Panel. The Panel is charged with adopting proficiencies for major occupational clusters and assessment criteria to measure student competencies in Indiana will be more uniform across the state and will more closely reflect the needs of business and industry.

**Kansas**

Competency tests for math and reading are mandated by the state. Minimum competencies have been identified at the state level. All other testing is locally controlled.

**Kentucky**

Kentucky has recently made substantial organization changes. Operation of the state-operated secondary and postsecondary technical education facilities is now under a new agency, the Department for Technical Education. Competency testing of all new teachers prior to employment is still required, and Kentucky has a mandate to administer achievement tests (KVAT) to all postsecondary students as a diploma requirement. Competency tests are not administered to continuously employed teachers. In the past, Kentucky has been generous in sharing materials. A sharing policy is not in place at this time, however.

**Louisiana**

Louisiana will revise their standards for State certification of secondary school personnel this year. The NOCTI, TOCT, and SOCAT will be given in Accounting/Bookkeeping, Agriculture Mechanics, Forestry Products/Processing, General Secretarial, Horticulture, Marketing/Distribution, Nursing Assisting, Practical Nursing, and Upholstering.

**Maine**

The state of Maine does not anticipate the development of a statewide student competency test for vocational technical education in the near future.

**Maryland**

Maryland is investigating the possibility of implementation of a competency-based testing program.

Maryland pilot tested a standardized carpentry test in the spring of 1993.

**Massachusetts**

Massachusetts is not developing nor administering competency tests for students but does promote the use of national standards for student competency assessment. In addition, the State Department of Education funds the design and administration of a competency testing program for applicants for approval to teach secondary school vocational and technical students. As a result of the Perkins Act, the Department of Education has funded a core competency program to identify core competencies in 31 domain areas to include both vocational and academic areas. These core competencies will be part of the Standards and Measures system in Massachusetts.

**Michigan**

Competency-based testing is mandated by the Michigan State Board of Education for Life Management Education courses. The tests are controlled by the State Department of Education, but administered and scored by individual teachers.

**Minnesota**

Minnesota is not conducting statewide competency testing at this time. Some local postsecondary institutions are in the planning stages of developing a student competency testing system, but there are no plans for such at the state level at this time.

**Mississippi**

Mississippi will be implementing "skills testing" for vocational-technical completers as a part of its Tech Prep initiative. At present, the state is looking to utilize existing testing packages in this effort. Tech Prep initiatives are currently being implemented in 15 pilot sites. The "skills test" will be implemented in selected program areas at these pilot sites in the 1994-95 school year.

### Missouri

Missouri is currently developing a competency testing program for use in vocational education at the secondary level. The item bank system information includes test items related to cognitive, affective, and performance skills. Items will be referenced by program. Multiple choice and performance items are included, and test items are developed at the Instructional Materials Lab. Items are reviewed for content, grade/age level, and bias and undergo informal pilot testing.

Individual schools will control the system and it will be utilized for instructor-administered testing. Accession of items is still in the developmental process. Missouri is willing to share information. V-TECS items are included in the item banks.

### Montana

Montana is not involved in developing nor administering statewide vocational competency tests for students at this time. The Center for Vocational Education Curriculum and Personnel Development has done some pilot testing with selected cooperating schools using various testing instruments, such as SOCAT and Ohio State Vocational Tests. None are required in the state at this time.

### Nebraska

Nebraska is not developing nor administering competency tests for students at this time. All testing is controlled by individual local education agencies.

### Nevada

Nevada has a competency testing program for teachers in general education. Business Education and Home Economics competency tests are used for both academic and occupational endorsements in these areas. Nevada has explored using NOCTI tests, but implementation of such a program is not planned at this time.

### New Hampshire

New Hampshire is not developing nor administering statewide competency tests for students in vocational education at this time. All competency testing is done at the local level and it is anticipated that this practice will continue.

**New Jersey**

The state's Program Performance Measures and Standards requires graduates of occupational programs to take an industry endorsed competency test. The standard is a seventy percent pass rate.

**New Mexico**

Competency-based testing is being utilized in New Mexico and is mandated by the legislature. The items are field tested. Tests are controlled, administered, and scored by the State Department of Education, individual teachers, and a test contractor. Competency testing is currently being utilized in the following subjects: Science, Mathematics, Language Arts, Reading, Social Studies, and Written Composition.

**New York**

New York requires that students first entering grade nine in 1988 or thereafter, who are pursuing a sequence of occupational education, must pass an examination in Introduction to Occupations. In addition, the student must pass an additional proficiency examination offered in the student's occupational education sequence if that examination was provided in required form when the student first entered grade nine. New York will share state examinations in areas that have already been administered. Changes to the current system used are being contemplated. A definite time line for making changes has not yet been established.

**North Carolina**

North Carolina state legislation mandates competency-based, integrated education across disciplines for students K-12 and currently has scheduled the development and administration of "end of course" tests in selected non-vocational areas. In addition, North Carolina continues its implementation of a competency-based vocational education program which requires pre-,interim-, and post-competency testing of individual students as the basis of instructional planning and tracking of student progress and achievement. Curriculum packages which include competency listings, curriculum guides, and competency/test item banks are developed and updated and provided to teachers and administrators of vocational courses.

North Carolina's vocational competency testing efforts are part of a system known as VoCATS, Vocational Competency Achievement Tracking Systems. Test items are criterion-referenced and include multiple choice, matching, short answer, essay, completion, and performance items. Where appropriate, graphics are included as integral parts of the items. Ultimately, a minimum of ten test items per objective will be included in each bank.

Test items are developed by teams of teachers, content specialists, state personnel, teacher educators, and selected business/industry personnel or are acquired from other sources, including V-TECS. Items are reviewed for content validity and accuracy, edited for structural consistency, and subjected to formal pilot testing for examination of bias and construction of reliability indices. The set of item banks is controlled from a central location, with all banks made available to respective teachers in disk copy. Each item in bank is coded to an outcome behavior in the course/test blueprint. The item banks are currently accessed by IBM-compatible personal computers through the TESTMATE software and when completed will be accessible through CTB/McGraw-Hill's TestBuilder and Classroom Management System (CMS). The first series of the North Carolina competency/test-item banks were released in electronic form. The Blueprints were released in printed form and are available through the SCCN. All of these banks are now being updated, validated, and computerized in line with the updating of curricula for each program. Currently banks are available for 60 vocational programs and include 50,000 test items with 90 course blueprints.

**North Dakota**

North Dakota is considering a competency testing program, but work has not yet begun on it. The state is neither developing nor administering competency tests for students, except for one postsecondary school which has installed a rather sophisticated, pricey system.

**Ohio**

The Ohio Vocational Competency Assessment (OVCA) package consists of two separate assessment components: OCAP and Work Keys. Both criterion-referenced components measure entry-level occupational, academic, and employability skills. The OCAP component assesses the student in two areas: Occupational skills in one of 43 occupational areas and employability skills generic to all occupational areas. Assessment is based on the core competencies identified through the Ohio Competency Analysis (OCAP) process, and each multiple-choice item is correlated to those essential competencies representing employment requirements in a specified field. The Work Keys component, developed by American College Testing (ACT), combines three assessments. Applied Mathematics measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. Locating information measures the student's ability to use graphic documents to insert, extract, and apply information. The Applied Technology measures the student's ability to solve problems of a technological nature. Fiscal year 1993 is being used as a statewide pilot for item analysis. Items included in the OCAP component are reviewed for content validity and accuracy, edited for structural consistency and equity, subjected to formal statewide pilot testing, and reviewed using an extensive item analysis.

**Oklahoma**

Oklahoma is currently utilizing competency-based testing which is mandated by both the legislature and the State Board of Education. The items which are field tested were developed by the State Department of Education and by technical writers. The tests are controlled, administered, and scored by the State Department of Education and individual teachers.

**Oregon**

Oregon is utilizing competency-based programs in reading and writing and is mandated by the State Board of Education. Both the State Board of Education and local teachers developed the items and are also the ones responsible for the controlling, administering, and scoring of the tests.

**Pennsylvania**

Pennsylvania's involvement in competency testing in vocational education is through use of SOCAT. It is a voluntary program that makes the tests available to local administrators to test students.

**Rhode Island**

Rhode Island utilizes a voluntary competency testing program in vocational education at the secondary level. Information included in the test item bank relates to cognitive skills, performance skills, and general objectives. Test items are referenced or classified by program, and short answer, multiple choice, and performance items are included. Items are developed by teachers and state personnel and reviewed for content and grade/age level. The system is controlled by the state office and accessed manually. It is utilized for instructor-administered testing. At the present time, items are not distributed to other states. As a step to updating the testing system in Rhode Island, the State is presently pursing purchasing VoCATS developed by the State of North Carolina.

**South Carolina**

South Carolina utilizes statewide student competency testing in vocational education on a voluntary basis at the secondary level. The system is designed to implement and strengthen competency-based vocational education. Currently, test item banks are being developed in specific occupational courses/programs. The item bank includes information on test items related to cognitive skills, performance skills, general objectives, validity information, and

reliability estimates. Items are referenced or classified by competency lists as well as program, occupational area, course, and difficulty. Currently, items are multiple choice and short answer, but performance items may be included in the future. Items are developed by teachers and state personnel along with business/industry and professional organization/association representatives. Items are reviewed for content, grade/age, reading level, and sex/race bias. In addition, items undergo formal pilot testing and technical review by a testing expert as well as advisory committee representatives and other business/industry representatives. The item bank system is controlled by the test coordinator in the state office and items are accessed by mainframe computer or IBM/IBM compatible personal computer. South Carolina is willing to share information on the development process and computerization of the system, but at the present time, items and handbooks are not distributed to other states.

**South Dakota**

South Dakota is not involved in developing nor administering statewide competency tests for students in vocational education. They do participate in development of competency test items through V-TECS.

**Tennessee**

Tennessee is not developing or administering statewide competency tests for students in vocational-technical education at this time. All competency testing is done at the local level. We are administering the ACT Work Keys test statewide to vocational-technical students to assess academic achievement.

**Texas**

Texas is not involved in developing nor administering statewide competency tests for students in vocational education.

**Utah**

Utah utilizes a competency testing program in vocational education. It is recommended but not mandated by the State Board of Education. Presently, Utah is piloting business performance testing at the secondary level. Tests are performance-based in the areas of accounting, data processing, and word processing. Test items include cognitive skills, affective skills, performance skills, general objectives, and validity information. Tests were developed by teachers based on tasks identified by employers. Items were reviewed for content and bias and underwent formal pilot testing.

The performance tests are controlled by the state office. Tests are mailed to specified counselors in each school who serve as test proctors. The classroom teacher administers the tests; tests are returned to the state office for correcting. Students passing competency are awarded a state competency certificate, along with a letter from the State Business Specialist which explains the competency testing program to employers.

**Vermont**

Vermont is not currently utilizing competency-based testing. There is no statewide system, nor is there one being recommended.

**Virginia**

Virginia currently distributes all test item banks available through the Vocational-Technical Education Consortium of States (V-TECS). These materials are easily obtained through the consortium. Test item banks are offered to Virginia's vocational teachers as instructional resources. There is no state mandate requiring competency testing vocational programs.

**Washington**

Washington is utilizing competency-based testing on a voluntary basis only. The tests are being controlled, administered, and scored by local schools and individual teachers.

**West Virginia**

West Virginia is currently using competency-based testing which is mandated by the State Board of Education. There is a joint effort between the State Department of Education and local teachers to develop, control, administer, and score the items and tests. All program areas are in vocational education.

**Wisconsin**

Wisconsin is not currently developing nor administering student competency tests in vocational education at the state level. All testing is done at the district level.

**Wyoming**

At the present Wyoming is not utilizing competency-based testing but new outcomes are being advised.

## Directory of Contact Persons

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